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ABSTRACT

This guide is intended for use by teacher-coordinators in directing students in writing research manuals, which should help students develop a sense of accomplishment, a desire for competition, and a method of learning about their chosen occupations. Included in the guide are discussions of: (1) Purposes of Distributive Education Clubs of America (DECA), (2) Competitive Activities Program, (3) Creative (Manual) Activities, (4) Planning the Research Manual, and (5) Suggested Steps for Research Manual Writing. Sample manual topics and project summaries, specifications for writing manuals for competition, and an outline of the manual format are appended. (SB)

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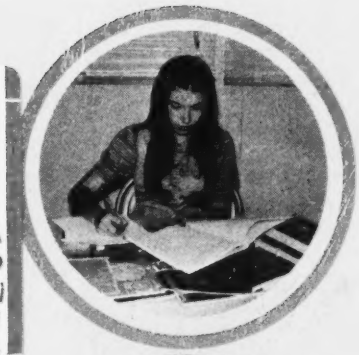

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A Guide for Writing

RESEARCH MANUALS IN DISTRIBUTIVE EDUCATION

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A GUIDE FOR WRITING
RESEARCH MANUALS IN DISTRIBUTIVE EDUCATION

by

Dewey Blackledge
Teacher-Coordinator
Distributive Education
Laurel, Mississippi

Directed by

James E. Patton

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FOREWORD

Since the early 1960's, writers in the field of distributive education have emphasized the need for recognition of the DECA program of activities as an integral part of the distributive education program. The DECA program offers a variety of participation experiences which facilitate the instructional program by providing teacher controlled, student centered experiences in projects which are of interest to DE students. These student activities, under an alert teacher and understanding students, probably represent one of the most effective methods of learning.

This publication is a detailed guide for use by teacher-coordinators in directing students in writing research manuals. The value of this publication to the teacher-coordinator will depend, to a degree, upon the teacher's familarity with the DECA National Handbook. The handbook outlines specifications for all competitive events. The present publication expands upon the information provided in the handbook by giving more specific details of how to develop the written projects.

The author of this publication has been quite successful in directing student activities. His students have been successful in competition in Mississippi and on the national level. The procedures outlined in this publication should benefit any teacher-coordinator who desires to develop a comprehensive program of activities in distributive education.

James E. Patton
Assistant Professor
Distributive Education
Mississippi State University

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INTRODUCTION

Writing a research paper can be a rewarding experience for a student in distributive education. Research papers in DE are collections of facts and opinions of others, with emphasis on factual information. Research papers must be as creative and original as possible. This creativity and originality may be accomplished by carefully choosing the subject on which to write. The student should choose a subject about which there is a sufficient amount of available material and decide how he will use it. The student has a choice of what to use and what not to use as far as research information is concerned. The teacher should remind the student to be selective and to use only that material which pertains to his paper in helping him accomplish his goal.

Research papers are work, but the key to assigning a project of this nature is to appeal to the student's sense of pride and accomplishment. The student probably will encounter problems and become discouraged many times from the beginning until the completion of his paper. When these problems occur, it is up to the coordinator to encourage and inspire the student to continue until he reaches his objectives as stated. A successful experience in writing a research paper can be an enjoyable experience for the student.

A student is enrolled in distributive education because of his occupational goal or choice (5:14). What better way can a student learn about his particular chosen field than by doing research in this area? The necessary guidelines for manual competition are outlined in the DECA National Handbook. (See Appendix A)

In summary, manuals are research in nature and should be assigned to help the student develop a sense of accomplishment, a desire for competition, and a method of learning about his chosen occupation. Many other objectives may exist; but if just these three are attained, a student is well on his way in planning and preparing for his future.

PURPOSES OF DECA

DECA, the national youth organization that is an integral part of the distributive education program, was organized with the expressed desire of meeting the needs of DE students. The general objectives of DECA are to teach the student vocational understanding, civic consciousness, leadership development, and social intelligence (2:184).* These should be taught in all phases of the distributive education program to give the student a well-rounded education that will prepare him for life in our complex society.

The above objectives of DECA were set forth in the form of the following purposes that were included in the original constitution by its founding leaders. These purposes of the Distributive Education Clubs of America are:

(1) To develop leadership in the field of distribution

(2) To develop a sense of individual responsibility

(3) To provide opportunities for intelligent career choice in distribution

(4) To allow practical application of distributive education through competition

(5) To encourage the use of ethical practices in business

(6) To allow opportunity to appreciate and implement the obligations of citizenship

(7) To provide for mental and physical health through satisfactory social and recreational activities

(8) To engender a healthy respect for education

(9) To create and nurture an understanding of our free, competitive enterprise system

(10) To develop an appreciation of civic and social obligations of those engaged in distribution (9:2)

COMPETITIVE ACTIVITIES PROGRAM

The competitive activities program was developed to meet these objectives and/or purposes. The entire framework of the DECA activities program is designed to be an integral part of the distributive education curriculum. Continuous evaluation has made these co-curricular activities practical, realistic, and educationally sound for participating DECA members (3:72).

The two categories of competitive activities programs are the participation activities and the creative activities, such as research manuals. The purposes of the competitive activities are as follows:

To provide learning experiences which contribute to occupational competence for careers in marketing and distribution.

To provide a co-curricular activity relating directly to classroom instruction.

To contribute to distributive education and its educational objectives (3:72).

CREATIVE (MANUAL) ACTIVITIES

Since this booklet deals with the creative or manual activities, a more specific set of purposes may be formed. Involvement in research manual activity will:

(1) give the students experience in research, selection, and organization of information.

(2) teach the students how and where to locate information.

(3) allow the students to be creative and to coordinate the material with objectives.

(4) challenge the students with a sense of competition and responsibility that is so needed in our society (9:10).

(5) develop in the students a sense of organization of their ideas, time, and thoughts.

PLANNING THE RESEARCH MANUAL

If a student has a positive attitude and is highly motivated, he will be able to solve the problems encountered in writing a manual. Any time that a student overcomes an obstacle or solves a problem, it is reinforcement to strive for greater accomplishments. The coordinator should provide sufficient guidance and work closely with the student in directing the research and writing. Many times a student, not satisfactorily motivated, will feel that more problems exist, and this, along with insufficient guidance, may add to his frustration and make him feel incompetent. This situation should not develop if the student's attitude in manual writing is one of accomplishment, competition, and most of all, enjoyment. With these factors being stressed continually, the problems that arise seem to be minimal.

Dedication, responsibility, and involvement must be stressed simultaneously in assigning a research paper. This assignment is one that will extend over a time period of several months. To accurately organize a project of this nature, this much time is necessary in order for the student to make his paper interesting, accurate, and meaningful. Emphasis should be placed on the importance of time. A tentative time schedule should be developed, with target dates for completing specific tasks. A research paper that has been done hurriedly can be detected

by its unorganized presentation and careless appearance. Remember, time is of essence in good manual writing.

The assignment of writing researc manuals should be stressed as part of the curriculum in the distributive education program (1:2). This activity enriches a student's scope and offers him a new dimension in his chosen occupational area.

The following steps provide one method that has been satisfactory in successful manual writing in a cooperative distributive education program. It is hoped that a person's own ideas will be injected where they seem applicable. It has been said, "What will be successful for one, will not necessarily be successful for another." With this stipulation, these suggested steps are presented with a hope that they may add direction to a worthwhile cause. A detailed discussion of the following steps begins on page 7.

Step I - Orientation to Manual Writing

Step II - Selecting a General Topic Area

Step III - Researching the Topic

Step IV - Conducting a Student Conference

Step V - Preparing the First Outline

Step VI - Preparing the Rough Draft

Step VII - Preparing the Final Copy of the Manual

SUGGESTED STEPS FOR RESEARCH
MANUAL WRITING

Step I - Orientation to Manual Writing

An overall orientation to the distributive education program and how research manual writing is essential to learning about one's occupation is emphasized early in the school year. The following should be stressed in the orientation unit:

(1) Types of manuals on which one may write (See Appendix A)

(2) Motivation aspects

(3) Benefits that may be earned and enjoyed

NOTE: These three points should be stressed with respect to a coordinator's own opinion and ideas that are significant in his situation.

The different types of manuals that are available for a student to choose from, along with sample topics, are presented in Appendix A of this paper.

The presentation on the different types of manuals should be of a general nature at this time, with the teacher relating the manual's categories more specifically at a later stage in the manual's development.

In motivating students, benefits should be emphasized to present a good, forceful, solid, motivational unit. This is of extreme importance, because the first attitude that is developed is the one that will probably be the most prevalent.

Stress, as an example, some of the following benefits that may be realized at the completion of the project:

(1) More thorough knowledge of occupational objectives or goals

(2) An opportunity to develop a sense of competition

(3) An opportunity to travel and represent the school at conferences

Not only does a student become more knowledgeable of his occupational choice, but also he has the opportunity to travel if he is successful in winning over local and state competition. At present, one manual may be entered in each of the eleven manual areas from each DECA chapter (6:1). Therefore, if one is successful in having the best in his chapter's manual area, then he earns a right and is permitted to compete at the State Leadership Conference. With the best manual in each chapter competing on the State level, only the most fortunate students win trophies; and only the student who has the best manual in each area receives a partially paid trip to the National Career Development Conference (6:1). Therefore, it is very evident that these benefits should be valid motivational tools.

Step II - Selecting A General Topic Area

This step should be initiated if a good successful orientation program has been presented. In deciding on a category of manual, the teacher must let the student be creative and select the topic area in which he feels he is most interested in relationship to his occupational goal. At this stage, the topic area must be general with the student selecting four or five subtopics of his choosing. At this time, no decision will have been made as to the type of manual to write. This will be decided in a conference with the teacher-coordinator at a later date. The most important thing to accomplish at this time is

an evaluation of the different topics or ideas submitted by the student. Through an individual conference, the teacher-coordinator can help the student decide on the one topic that he feels will be the most beneficial to him. After this selection has been completed, a student is ready for the next step.

NOTE: Don't hold the students in a group, as some progress faster than others.

Step III - Researching the Topic

This step is to gather all the research material that is available on the student's chosen topic. This information may be obtained from the following sources:

a. Employers
b. Trade journals
c. Library
d. Personal surveys and interviews
e. Correspondence and visits with manufacturers
f. Magazines and newspapers

Any or all of these sources may be used, as all are beneficial in securing pertinent research information. Remember, it is better to have too much material from which to choose rather than not enough. The student may easily handle the gathering of data himself, except for writing to manufacturers. In this area, it is suggested that he write a formal business letter and have it checked and corrected by an English teacher or coordinator. He is more likely to receive a reply if he uses school stationery. These suggestions seem to help the student receive the needed material faster and with less difficulty.

Step IV - Conducting A Student Conference

After sufficient information has been accumulated, a conference should be arranged with the student. The purpose of this conference (outside of class hours) is twofol One is to evaluate the resource material that the student has been able to obtain; the other is to help the student to decide on a definite topic. This topic then should be matched with a specific manual area in which the student and teacher feel is best suited for the student and his research material. This chosen manual area should be based on the purpose and outlines that appear in Appendices A and B. This final decision on a manual area is very important and should be based on the above guidelines and purposes, not on the basis that the student's best friend may be writing a manual in the same area.

The selection of an advisory committee should also be considered during this conference. This committee usually consists of one or two businessmen who are affiliated with and knowledgeable in the area of the student's chosen topic. These businessmen are usually the student's employers or associates. An English teacher and the distributive education coordinator should serve as ex officio members of the student's advisory committee. A student will possibly need some help in contacting, explaining, and persuading these adults to serve in the advisory capacity. It should be noted that these people are usually very busy during the time of year that manuals are written. Therefore, a businesslike manner should be evident when approaching them for adivce (3:73). (Don't waste their time with nonsense questions and poorly organized material.) According to the DECA National Handbook guidelines that pertain to

studies in marketing manuals in which advisory committees are necessary, a student should have three meetings with this committee during the writing of his research paper. These meetings should be of the following nature: the first meeting should be set aside as an orientation to the project; the second meeting should consist of a program report on the work that has been done on the manual; the third advisory meeting should be an evaluation of the total findings as the student nears completion of his project (3:73). Individual visits with advisory committee members may be necessary from time to time. The number of meetings held usually is determined according to the involvement of the project and the number of times that the advisory committee is able to meet. This committee should be selected before further work is done on this research project.

Step V - Preparing the First Outline

With the selection and securing of an advisory committee, the next step is to begin working. After he has familiarized himself with all of his research data, the student should construct a rough (first) outline. This outline should be the student's work, but he may need suggestions from other sources as he progresses. After this outline is finished, it should be checked and revised by the student and coordinator before it is presented to the advisory committee for further suggestions.

At the first advisory committee meeting, the student should explain his purpose, objectives, and the possible goals that he is trying to achieve before he begins the presentation of his project outline to this

committee. The advisory committee should be interested in helping the student, and should demonstrate this by offering suggestions and by evaluating the information the student has presented. The committee then should make revisions, if necessary, to the outline that would be helpful to the student in attaining the objectives he has set. After this revision by the advisory committee and coordinator, the student is ready to pursue the next step in writing a research manual.

Step VI - Preparing the Rough Draft

The student should take all the information that pertains to his manual objectives and, using his outline, should begin correlating this material into a research paper. This should be a pencil copy written on line paper, using every other line, so that he may still receive suggestions from his advisory committee and coordinator and make changes at various intervals during the writing period.

After this rough draft is finished, it must be submitted to the coordinator and/or possibly an advisory committee member to be proof-read. The next step is to check and correct punctuation and sentence structure.

Step VII - Preparing the Final Copy of the Manual

After revising the manual according to the suggestions given during the rough draft stage, the student is ready to copy in final form. This copy should be in ink, and should be written on every other line. (It may be typed, but this is not required.) This final copy is the student's

assignment handed in for grade consideration. If he is not submitting it to be judged locally for one of the DECA competitive events, the teacher might give an extra two weeks to complete the paper. If this paper is entered for judging, it is evaluated against the other research papers in his particular area. The winner is then encouraged to take the material in Appendices A, B, and C and to prepare to meet the requirements outlined in this section.

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APPENDICES

APPENDIX A

EXHIBIT 1

APPENDIX A

EXHIBIT 1

Merchandise Information Manual

Purpose: To give experience in research, selection, and organization of information for practical use on a specific item of merchandise. (3:77)

Specific The Merchandise Information Manual must be on a specific item of merchandise, and not one brand or one material. An example would be an entry on men's shirts, not confined to one brand or a specific fabric. (3:77)

Subject Coverage: The information presented in this paper should be clear, concise, complete, and usable. It should consist of such background information as the importance and development of the merchandise, the manufacturing process involved, and the technical terms that are associated with the merchandise.

The merchandise information such as materials, construction, care, finishes, uses, brands, and selling points should be included in a good Merchandise Information Manual. Specific skills and techniques, special abilities, and customer complaints should also be included to give the complete coverage of the merchandise subject. (3:78)

First Page of Manual: The first page of every Merchandise Information Manual should consist of this list of information.

A. Title of Entry
B. Name of Student
C. Name of DECA Chapter
D. Name of School
E. City and State
F. "Merchandise Information Manual"
G. Specific Item of Merchandise (3:77)

Second Page of Manual: This page must provide an explanation showing the relationship of the Merchandise Information Manual item to the student's chosen occupational goal and/or his present cooperative on-the-job training. This explanation must be signed by the student and teacher. (3:77)

Outline: The following is a basic outline that may be followed and possibly expanded in the construction of a Merchandise Information Manual.

I. Cover

   A. Title should be indicative of article

II. Introduction

   A. Purpose of Manual
   B. Importance of merchandise knowledge from viewpoint of
      1. Customer
      2. Salesperson
      3. Store

III. What your customer wants to know

   A. What the article is
   B. Who uses it
   C. What it is used for
   D. How it is used
   E. What it will do for the user
   F. Outstanding features
   G. Colors, sizes, and styles available
   H. How it can be used in combination with other goods

IV. Qualities the customer is looking for in the article

   A. Beauty
   B. Color
   C. Cut and fit
   D. Comfort
   E. Durability
   F. Design
   G. Ease of caring for
   H. Fabric
   I. Fastness of color
   J. Finish
   K. Quality
   L. Serviceability
   M. Strength
   N. Style
   O. Workmanship

V. How to recognize such factors as

A. Strength
B. Durability
C. Quality
D. Fastness of color, etc.

VI. Steps in making a sale

A. Preapproach
B. Approach
C. Presentation
D. Meeting objections and answering questions
E. Securing conviction
F. Closing the sale
G. Suggestion selling

VII. Learning your article's language

A. Pronunciation of new or foreign words
B. Descriptive adjectives and terms
C. Glossary

VIII. Summary and general information

A. Features of the article
B. Highlights of manufacture of article
C. Rules to follow in selling
D. Common questions customers may ask and answers to these questions

IX. Bibliography (4:2)

Important Information: The following information stresses and points out other helpful hints that are beneficial to writing a good Merchandise Information Manual. As previously stated, these suggestions should be taken, expanded, and developed by the students as they become involved in their research activity.

A good salesman must be sold on the goods he sells. He must understand and have information about his goods that will enable him to help his prospect choose wisely. It is not always necessary to have a vast knowledge of the history and methods of manufacture of a product. In most cases, a knowledge of the selling points of merchandise is sufficient. The salesperson must learn to use his judgment about the amount of infor-

mation he needs. If he has ample information in reserve, however, he can fall back on it when the occasion arises.

Most store owners, managers, and supervisors have access to quantities of literature and trade materials on the numerous products they handle. Large manufacturers and jobbers provide complete information about their products, which affords excellent source material for salespeople.

Below are listed some articles of merchandise which lend themselves to detailed study and investigation. The details of such a study should take the form of a Merchandise Manual. In studying any one of the articles, the student may use the information given below and on the following pages, inserting any supplementary information, pictures, or sketches desired. This same information may be used in making future merchandise manuals. This project should be started early in order to give the student time to collect information about his article of merchandise. The instructor will help the student find the names and addresses of companies from whom he can get information concerning any one of the following items of merchandise.

1. Shoes
2. Sporting goods
3. Home insulation
4. Vitamins
5. Hosiery
6. Auto batteries or accessories
7. Fur coats
8. Canned products
9. Women's clothes
10. Men's clothes
11. Yard goods
12. Fresh fruits or vegetables
14. Costume jewelry
15. Gloves
16. Farm implements
17. Wire fences
18. Electric fences
19. Cuts of meat
20. Furniture
21. Hardware
22. Silverware
23. Chinaware
24. Children's toys
25. Mattresses
26. Blankets (4:1)

Helpful Book: Logan, William B., and Moon, Helen M.
Facts About Merchandise
Englewood Cliffs, New Jersey
Prentice-Hall, Inc., 1962

COMPETITIVE ACTIVITY OR PROJECT SUMMARY

1971 National Leadership Conference

Competitive Activity: MERCHANDISE INFORMATION MANUAL

Title of Entry: SAFETY SHOES

Name of DECA Member: William C. Storm

School: Roy C. Start High School

City: Toledo State: Ohio

Purpose: The major function of this manual is to provide a detailed picture of the numerous steps involved in producing, promoting, and selling safety shoes. This manual also provides a clear and concise view of the many phases and operations that transpire from the manufacturing centers to the actual selling of the safety shoes. Any conscientious businessman entering the shoe industry to promote and sell safety shoes should be acquainted with all of the information included in this manual.

Outstanding features: An important section dealing with the "Anatomy of a Safety Shoe" breaks down the standard work oxford into individual components, and completely describes their functions in relation to the safety within the shoe. Actual photos of split safety shoes are used to clarify each component's position in the shoe.

Another vital section completely outlines and describes the new style trends that incorporate safety features. This section is essential to the businessman opening or expanding his business in safety shoes.

Summary: For safety shoes to be promoted and sold effectively, certain information must be acquired and utilized by a salesman. My manual covers many techniques important to selling and promoting safety shoes, complete with appeals to customer's demands, tips on fitting safety shoes properly, and a guide to selection of the proper footwear. Customer objections, tips on shoe care, many display techniques and all of the selling points are also included to help promote and sell safety shoes. This manual should provide a shoe salesman with everything he needs to know while in the business of selling safety shoes.

EXHIBIT 2

EXHIBIT 2

Area of Distribution Manual

Purpose: To give experience in research, selection, and organization of information for practical use in one area or phase of marketing and distribution. (3:75)

Specific: The Area of Distribution Manual may be on one of the broad areas of distribution, such as retailing, wholesaling, or service. It may also be on a phase of one of these broad areas of distributing, such as supermarket operation, regional shopping areas, or an activity within one of the areas, such as fashion, credit, personnel, or advertising. (3:75)

Subject Coverage: An area of Distribution Manual should include information, such as importance and development of service, major activities, and layout and equipment. It should also include the special abilities, skills, techniques, and problems peculiar to the area in which the student is writing. (3:76)

First Page of Manual: The first page of every Area of Distribution Manual should consist of the following list of information:

A. Title of Entry
B. Name of Student
C. Name of DECA Chapter
D. Name of School
E. City and State
F. "Area of Distribution Manual" (3:75)

Second Page of Manual: This second page must provide an explanation showing the relationship of the Area of Distribution Manual subject to the student's chosen occupational goal and/or his present cooperative on-the-job training. This explanation must bear the signatures of both the teacher and student. (3:76)

OUTLINE

I. Cover

- A. Enclose pages of your manual in an appropriate cover.
- B. State the title of the manual.
- C. Be original -- show neatness.

II. Introduction

- A. State the purpose of the manual.
- B. Relationship to occupational goal.
- C. Preface
- D. Table of contents
  1. Title
  2. Sections
  3. Topics
  4. Page numbers

III. Background of Service (brief history)

- A. Beginning
- B. Progress (development)
- C. Present status (importance today)

IV. Major Activities of Service

- A. What does it accomplish?
- B. How does it operate?

V. Layout and Equipment

- A. Facility
- B. Complementary equipment
- C. Illustrate
- D. Operations
- E. Types

VI. Procedures Followed

- A. Use of service
- B. Associated forms

VII. Problems peculiar to Service

- A. Customer questions
- B. Complaints

VIII. Special Abilities Related to Service

- A. Skills
- B. Techniques

IX. Glossary of Technical Terms

Area of Distribution

Topics:

- Customer service
- Advertising
- Credit
- Credit Bureaus
- Operation of retail shoe store
- Typical sportswear department
- Sales promotion
- Careers in retailing
- Free enterprise system
- Dry cleaning
- Display
- Stockkeeping

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

High School Division

1970 NATIONAL LEADERSHIP CONFERENCE

COMPETITIVE ACTIVITY SUMMARY

Competitive Activity - Area of Distribution

TITLE OF ENTRY

THE PERFECT TIRE COMPANY

Larry Luciano JEFFERSON HIGH SCHOOL

City: Edgewater

State: Colorado

PURPOSE

The purpose of my manual is to show the many different phases of operating a Tire Store. If a person were to utilize all these phases that I have brought up, he would have the ideal Tire Store.

OUTSTANDING FEATURE

All of the duties that have to be performed in the operation of a Tire Store are studied in detail. They are all outlined from buying to the final sale. Top management may utilize this manual by allowing new employees to study it, to give them an overall idea of the entire operation of a Tire Company.

SUMMARY

The written details and illustrations of this manual explain the many operations of a Tire Store. All the functions of a Tire Store are covered. Areas such as location, layout, financing, buying, billing, equipment, markup, and selling are covered. Included in this manual are pictures giving instructions on how to change a tire and how to sell a given tire. The interested parties, after reading this manual, should have the necessary information on conducting the operation of a perfect Tire Company.

EXHIBIT 3

EXHIBIT 3

Studies in Marketing

Areas of Study:

Automotive and Petroleum Industry
Food Industry
Service Industry
Home Furnishing Industry
Variety Store Merchandising
Specialty Store Merchandising
Department Store Merchandising (3:73)

Purposes: To improve, expand or evaluate marketing principles and practices in a selected industry of the business economy and to provide an opportunity for individual study and research by a DECA member in his career objective area. (3:73)

Advisory Committee:

Formation: Each DECA member participating in this program must have an advisory committee with a minimum of three members. The chairman must be a businessman from the industry area of the student's project. The coordinator serves as an ex-officio member, and school faculty and administrators are encouraged to serve on this committee.

Purpose: To serve as a consulting group only.

Meetings: Three meetings are recommended, with the first being an orientation to the program and a consideration of project topics; the second, a progress report; the third, an evaluation of the study. During the course of conducting the project, the student may find it necessary to consult with members of this committee on an individual basis. (3:73)

First Page of Manual: The first page must include the following:

A. Title of the Project
B. Name of the Student

C. Name of the DECA chapter
D. Name of the school
E. City and State
F. Industry Area of project

Second Page of Manual: The second page must include an explanation showing the relationship of the manual to the occupational goal and/or his present cooperative on-the-job training. This must be signed by both the student and the teacher.

Studies in Marketing

Outline

I. Title Page

II. Table of Contents

III. Purpose

IV. Reasons for Selecting Project

V. Historical Background

VI. Scope of Project

VII. Explanation of Procedures

VIII. Detailed Report of Activities

IX. Sample Surveys

X. Evidence, Data and Statistics

XI. Interpretation of Results

XII. Recommendations and Conclusions

XIII. Resulting Benefits to Local Area

XIV. Resulting Benefits to Industry

XV. Poster and Identity of Advisory Committee

XVI. Details of Advisory Committee Involvement

XVII. Evaluation of Project by Advisory Committee

XVIII. Letters of Approval and Commendation

SUGGESTED OIL INDUSTRY TOPICS

Oil and Travel
Service Wanted in the Oil Industry
Job Opportunities
The Fascinating World of the Oil Industry
Petroleum

SUGGESTED FOOD INDUSTRY TOPICS

Effectiveness of Supermarket Layout
The Wide World of Potato Chips
Meat Merchandising
Consumer Layalty
Stock Shortages Due to Theft

SUGGESTED SERVICE INDUSTRY TOPICS

Credit Unions
The Credit Bureau
Teenagers -- The Cleaning Industry's Untapped Market
Skiing in Utah
Newspaper Advertising in the Service Industry

HOME FURNISHINGS

Advertising in Furniture Stores
Displaying in Furniture Stores
Furniture Styles
Buying Habits in the Furniture Business
Damaged Merchandise

SUGGESTED VARIETY STORE TOPICS

Variety Store Merchandising
Shoplifting
The Ideal Employees in the Variety Stores
The Training Programs of Variety Stores
Variety Store Advertising
Selection of Variety Store Locations

SUGGESTED SPECIALTY STORE TOPICS

Shoplifting
Do Scenic Backdrops Increase Response to Dress Displays?
A Study of the Basic Operations of a Drug Store
Customer Service in a Music Store
Fashion Trends

DEPARTMENT STORE MERCHANDISING

Shoplifting
Department Store Merchandising
Store Layout
The Ideal Employee
Department Store Advertising

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

High School Division

1972 NATIONAL LEADERSHIP CONFERENCE

Competitive Activity Summary

Competitive Activity: Study in Marketing Manual
(Automobile and Petroleum Category)

Title of Entry: A Study to Determine Customer Preferences in Car Washes in the Automobile and Petroleum Industry in the Greater Wood County Area

Name of DECA Member: Mike Williams

School: Elwood High School

City and State: Bloomdale, Ohio

Purpose: The purpose of the manual was to learn about the history of car washes, the different types of car washes, and customer preferences. This will also help the management in establishing ways to satisfy and better serve the customer of the car wash industry.

Outstanding Features:

1. A survey to show customer attitudes and habits toward the car wash industry.
2. Graphs to illustrate the results of the survey taken.
3. A tour through a car wash showing the different steps involved.
4. Background and research information explaining the history and role of the car wash industry.

Summary:

1. Most families in the area surveyed own two or more cars, meaning that the market potential for car washes is great.
2. The majority of people in the area surveyed purchase gasoline at least twice a week, giving car washes dealing in the sale of gasoline a greater market potential.
3. Through my study I found that the majority of people only wash their car about once a month, giving the car wash industry a considerable growth potential.
4. The most surprising of all statistics gathered was the fact that 62% of the people surveyed have never purchased gasoline where they wash their car.
5. Car wash managers should study customer habits and attitudes in order that maximum success might be achieved.

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

1972 NATIONAL LEADERSHIP CONFERENCE

Competitive Activity - Studies in Marketing
Food Distribution

Title of Entry - "A Working Team."

Name of DECA Member - Jeff Montgomery

School - Mason City High School

City - Mason City State - Iowa

Purpose: The purpose of my study was three-fold: to help prospective employees get a job, to help the employer and employee work together as a team, and to help the employee understand some of the reasons for advancement and problems that may arise.

Outstanding Features:

1. A survey of employers, employees, and supervisors, in three stores in Mason City, Iowa.
2. A complete breakdown of survey results through the use of pie chart comparing the intertwining of questions and answers.
3. Tabulation sheets included on actual survey results.
4. Percentage breakdown of survey results available to the reader.

Summary: From this study employers, employees, and supervisors have become more aware of many problems each of them face every day. Through the use of my study, I believe employers, employees, and supervisors involved have become a better working team. This was my purpose, and I believe it has been accomplished.

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

High School Division

1972 NATIONAL LEADERSHIP CONFERENCE

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DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

1972 National Leadership Conference

COMPETITIVE ACTIVITY: Studies in Marketing Project (Service Industry)

TITLE: Studies of the Functions of Marketing in Different Ice Businesses

NAME OF DECA MEMBER: David Kunze

SCHOOL: Bowman High School

CITY: Bowman STATE: North Dakota

PURPOSE: The purpose of this manual is to gain a better understanding of the business of ice service.

OUTSTANDING FEATURES: The manual goes through the works and activities of a day in the ice business. Comparisons are made between large and small ice businesses. Trends in the ice business are given.

SUMMARY: This manual achieves it's purpose in that an understanding of the ice service business has been developed. The important aspects of the business can be understood and the business, as a whole, is analyzed.

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA
HIGH SCHOOL DIVISION
1972 NATIONAL LEADERSHIP CONFERENCE
COMPETITIVE ACTIVITY SUMMARY

Competitive Activity	:	Studies in Marketing
Title of Entry	:	Pumping Life Into Your Home
Name of Deca Member:		Theresa Lesperance
School	:	Brighton High School
City and State	:	Brighton, Colorado

PURPOSE:

The purpose of the report on room humidifiers is mainly to determine how many people own a room humidifier, and how many people know all the advantages of a humidifier.

In addition there were three general areas of importance: (1) HEALTH (It helps many people with their breathing problems) (2) FURNITURE DAMAGE (Humidifiers prevent the wood from cracking) (3) STATIC ELECTRICITY (Room humidifiers would prevent the uncomfortable static in rugs.)

OUTSTANDING FEATURES:

1. Dry air can cause many unpleasant and uncomfortable discomforts through out ones house and health.
2. A room humidifier would solve most of the problems which occur in a dry air community.
3. Survey forms which indicated how many people owned and/or needed a room humidifier.

SUMMARY:

After I took my survey in Brighton, Colorado, I found out that eighty-one and nine tenths percent of the people did not own room humidifiers. There was various reasons why people did not room humidifier. Many people did not know of the types, and the advantages of a humidifier. Some were not aware that humidifiers ever existed! Now that the majority knew about its advantages, over fifty percent said they would buy one in order to improve personal situations.

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

High School Division
1972 National Leadership Conference

Competitive Activity Summary

Competitive Activity: Studies in Marketing - Variety Store Merchandising

Title of Entry: A Study to Determine How the Shoplifting Problem Can Be Minimized

Name of Student: Shirley Dean

Name of Chapter: Wilson Vocational DECA Chapter of Spring Valley High School

Name of School: Spring Valley High School

City: Cloumbia *State: South Carolina*

Purpose: There are several purposes for this manual:
1. To determine the reasons why people shoplift and the number of people that shoplift because they need the item.
2. To provide the management of variety stores in the Columbia area with a guide on on how to minimize shoplifting.
3. To develop skills in market research which I can only obtain by actually formulating and preparing a research report.
4. To promote civic consciousness.

Outstanding Features: Some of the outstanding features of this manual include:
1. A survey of 700 students enrolled at Spring Valley High School.
3. The development of a training manual to detect shoplifters titled, "Training Manual for the Detection of Techniques Used In Shoplifting" along with transparencies used to train employees in this vital area.

Summary: As a result of this survey, store security men will not have to worry about shoplifting and the increase of shoplifting in the future. This survey was taken at Spring Valley High School. The results were significant and it will help the variety stores in the Columbia area to become more knowledgeable about how to minimize shoplifting. As shown by the results of this survey, there is a definite problem of students enrolled in the high schools involved in shoplifting. To be able to cope with this problem is of major importance to the retailer. A guide has been developed to use in training employees against the techniques used in shoplifting. This has been given to the management of Woolworth's. Plans are now in the making for special sessions with the present employees to make use of this guide. If employees are more aware of the methods, they will be better able to recognize these offenders.

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

High School Division

1972 NATIONAL LEADERSHIP CONFERENCE

Competitive Activity Summary

Competitive Activity - Marketing Study - Specialty Store Industry

Title of Entry - A Study on the Problems of Shoplifting in Specialty Stores

Name of Student - Hugh Williamson

Chapter - Clifton

School - Clifton Senior High School

City - Clifton

State - New Jersey

PURPOSE - To help store managers decrease shoplifting violations and assist employees to recognize the methods utilized by shoplifters.

OUTSTANDING FEATURES - On the spot survey and observations made at the Willowbrook Mall - the largest year around enclosed mall in the world. Data and Statistics on methods and types of merchandise taken by shoplifters where shoplifting has become a problem of major proportion.

SUMMARY - If an awareness of the problem of shoplifting is brought to the attention of the consuming public and preventive measures are developed for employees, losses due to theft will diminish and businessmen will realize greater profits and consumers greater savings on purchases.

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

High School Division

1972 NATIONAL LEADERSHIP CONFERENCE

Competitive Activity Summary

Competitive Activity: Studies in Marketing

Title of Entry : A Study and Survey of Thefts in Department Stores

Name of DECA Member : Patrick R. Foster

School : Fremont High School

City and State : Oakland, California

Purpose:

It was originally intended that I would be the primary beneficiary of this study. However, after meeting with the advisory committee, it was decided that there should be two additional benefits. (1) The manual should be designed to serve as a unit of study for teachers in marketing, especially in the San Francisco-Oakland area. (2) It should help managers and store personnel obtain a greater insight into shoplifting by reviewing the results of the study and comparing their experiences with others in the survey.

Outstanding Features:

1. A detailed research covering the problem of shoplifting.
2. Visual materials showing shoplifters and security people in action.
3. A survey of department stores relating to questions on shoplifting.

Summary:

1. WHY--Shoplifting is done, because people feel that they either need or want the merchandise. It is done by young adults who are pressured by their peer group. It is done by professionals who shoplift for a living.
2. HOW--Shoplifters can slip items into their clothing, some of which are designed for this purpose. Shoplifters can work in teams so that one can distract while the other steals. Professionals are trained in every aspect and method of shoplifting.
3. WHO--Shoplifters come from every segment of the population. They are the young, the old, the rich, and the poor. Not the least are those who make a living by shoplifting.
4. WHERE--Any department where the shoplifter feels he can steal easily.
5. WHAT--Soft goods are especially popular, but expensive items such as radios and stereos hurt stores profits immensely.
6. WHEN--Anytime of the day or night, especially when a store is busy.
7. EXTENT--Millions are lost each year, hurting not only the stores financially but the customers through higher prices.

APPENDIX B

APPENDIX B

Specifications

All manuals are screened carefully before judging, and those that fail to meet the specifications cited below are eliminated and are not judged. (8)

1. Must be typed or written in ink.
2. Must be original and creative work of the individual student.
3. Art work and pictures are acceptable as illustrations, if enclosed in sheet protector.
4. Purpose of the manual must be specified in the Preface.
5. Manuals must be submitted on 8½" x 11" paper in an official DECA notebook.
6. No artwork, additional writing, pictures, or materials may be attached to the cover.

Rules and Recommendations for Writing Manuals

Whenever research papers or manuals are submitted to the Distributive Education Coordinator as an assignment or for a competitive contest, there are rules that when followed add a favorable impression to the reader. The following suggestions will tend to lead toward a more complete and attractive paper.

(1) Type

(2) Use pictures

(3) Use plastic sheet protectors

(4) Have a complete table of contents

(5) Have an attention catching title

(6) Use illustrations

(7) Avoid the use of "I" or "We," use the third person

(8) Follow the rules <u>exactly</u> as they are listed in the <u>National DECA Handbook</u>

Organizational Rules

(1) Number pages in upper right hand corner (number of the first page of the chapter should be centered at the bottom)

(2) Minor headings are flush with the left margin, only the first letter is capitalized, underline

(3) Margins when using sheet protectors

left side	1½" margin
right side	1½" margin
bottom	1" margin
top	1" margin

(4) Double-space copy

(5) Major headings centered (all capitals)

(6) If plastic sheet protectors are used, material may be presented on either one or both sides of the protection. The only requirement is that the writer must be consistent in the method chosen. (7:3)

APPENDIX C

APPENDIX C

OUTLINE OF MANUAL FORM

Triple-Space

I. Directions for Preparing Manual

Double-Space

A. Spacing and Margins

1. Manual double-spaced and typed on 8-1/2 x 11 inch paper
2. 1 inch top, bottom, and side margins left on all pages with these exceptions:
   a. 2 inch top margin on first page
   b. 1-1/2 inch left margin on all pages because manual is to be bound on the left
3. First line of paragraphs indented 5 spaces
4. Quoted material of 4 lines or more single-spaced and indented from left and right margins (lines usually indented 5 spaces)

B. Headings and Subdivisions

1. Main heading capitalized and centered according to line of writing (main heading followed by a triple-space)
2. Side headings underlined and typed even with left margin (side headings preceded by a triple-space and followed by a double-space)
3. Paragraph headings underlined and indented on the first line beginning a paragraph (important words usually capitalized)

C. Page Numbers

Page numbers (as a general rule) are typed in upper right hand corner approximately even with right margin and 1/2 inch from top of page if manual is to be bound on the left.

Start Roman numeral 1 space outside left margin

Double-Space

II. Other Special Parts of Manuscript or Report

A. Title Page

1. Title of report, student name, and date typed on title page
2. Headings on title page centered according to line of writing

B. Footnotes

1. Footnotes single-spaced with a double-space between footnotes
2. Footnotes numbered consecutively throughout report
3. Superior numbers (typed 1/2 space above line of writing) used to identify footnotes
4. Underline (approximately 1-1/2 inches in length) used to separate last line of report from footnotes (underline preceded by a single space and followed by a double-space)

C. Bibliography

1. References listed alphabetically
2. First line of each entry started at left margin (second and succeeding lines indented 5 spaces)
3. Entries single-spaced with a double space between entries

D. Table of Contents
   1. Table of contents prepared for long reports containing many divisions
   2. Main divisions of report and page numbers shown in table of contents

In footnote references used in manual, capitalize names of authors, first words and all other words in titles of books, articles, and pamphlets, names of magazines and newspapers, except words which are articles, conjunctions, and prepositions. Footnote references may be typed and capitalized as shown in the following examples.

Type the superior figure 1/2 space above the line of writing.

Footnote reference to a book:[1]

[1]Clifford T. Morgan and James Deese, How to Study, (New York: McGraw-Hill Book Company, Inc., 1957), p. 2.

Footnote reference to a magazine or periodical:[2]

[2]Loren Reid, "The Lost Art of Studying," School and Community, XLVI (March, 1960), pp. 16-17.

Footnote reference to a newspaper:[3]

[3]Leslie J. Nason, "10 Good Rules for Improving Study," San Francisco Chronicle, January 31, 1961, p. 2.

Footnote reference to a pamphlet with no author listed:[4]

[4]An Outline for Dictionary Study, (Springfield: G. & C. Merriam Co., 1954), pp. 8-9.

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National Leadership Conference
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